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ABSTRACT

An advanced study program leading to a Ph.D. degree in educational research and evaluation is described. The program is structured to provide experiences in research and evaluation as the area of specialization, professional education as the area of application, and liberal arts cognates. The curricular objectives of the program are given as terminal behaviors expected of the students in four areas: (1) professional education; (2) administrative skills; (3) liberal arts and cognate studies; and (4) research, measurement, and statistics. These objectives are viewed in the program as interacting and integrated rather than isolated specifics. Degree requirements include the completion of courses and field experience selected by the students, a full-time work internship of 120 days, and a completed and orally defended Ph.D. thesis. (JD)

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Application for the

1977 Distinguished Achievement Awards

to

American Association of Colleges for Teacher Education

by

John D. Van Buren

Dr. John D. Van Buren
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for the

Ph.D Program in Educational Research

SP012 889

SUMMARY

This application for the 1977 Distinguished Achievement Awards is to nominate a Ph.D Program in Educational Research at the School of Education, hofstra University. While the program itself does not prepare teachers for instructional purposes, it is viewed by the faculty and administration of the school as contributing to the improvement of teacher education at all levels.

The program, developed and directed by Dr. Esin Kaya, reflects, both in its design and implementation, an educational philosophy characterized by true individualization, a move for students to meet terminal objectives rather than minimum credit requirements, and the involvement of the student in professional activities while still in the program. While it has been a costlier program to implement than some programs on campus, it has had the full and unanimous support of the faculty and administration of the School of Education as having invaluable impact on all programs in the School and on the profession in general. This opinion has been supported by empirical evidence obtained in a year-long self-evaluation study conducted by the program director with the assistance of a student committee. The results undoubtedly support the nomination of this program as an exemplary School of Education effort to improve education, not only internally, but regionally and in the schools where the final impact is well-respected.

COMPREHENSIVE EXPLANATION

A. Description and development of the program.

In the last decade, teacher education institutions with foresight have interpreted their function broadly as preparing educational personnel including but not limited to instructional personnel. Programs in educational administration, educational technology, special education, and educational research and evaluation, have been developed partially in response to the growing needs and widening horizons of the teaching profession, and partially in order to further the education and quality of teachers as they seek a higher degree.

The Ph.D Program in Educational Research at Hofstra University's School of Education started as a N. Y. State approved program in September 1971. It was designed: (a) to lead to a Ph.D degree in Educational Research and Evaluation with emphasis on integrating methodology of research and evaluation with the study of professional education and cognates in liberal arts area; and, (b) to lead to a N. Y. State administrative certification as research specialist in the schools.

The planning and development of the program reflected an educational philosophy characterized by the following:

1. An emphasis on demonstrated achievement of terminal objectives as the criteria for graduation rather than a passive accumulation of required number of credits.

2. An emphasis on flexibility in the program allowing for individual needs to determine the means of achieving the terminal objectives rather than requiring each student to follow the same predetermined course of study reflected in the fact that no two students need have the same course of study in meeting the terminal objectives.

3. Heavy emphasis on individualized advisement and sharing with the student the responsibility of his/her education.

4. Emphasis on a multidisciplinary approach with close interdepartmental cooperation allowing the student to apply the specialization in methodology to the professional and substantive content areas of interest.

The development and institutional approval of the program took two years, from

1969 to 1971. The program was carefully scrutinized not only by faculty and administration of the School of Education, but also of the University at large. It was submitted for outside professional review to the American Educational Research Association in 1971 and ranked third among seventy programs seeking federal support.

Admission to matriculation in the program is based on past CPA, Grad. Rec. Exam. Verbal and Quantitative Scores references, and an admissions interview with the program coordinator. Criteria are used as predictors of probability of success in the program, and not to keep any motivated student out of the program. However, once admitted, students are monitored carefully throughout the program. After 12 credits in the area of specialization students take a written examination to be admitted to candidacy in the program. Also, students must maintain a B+ average in the area of specialization in order to remain in the program.

The program is structured to provide experiences in (a) research and evaluation as the area of specialization; (b) professional education as the area of application; and (c) liberal arts cognates. Degree requirements include the completion of courses and field experiences selected from the three areas by the student and the program advisor in drawing each student's course of study called the "contract." An internship of 120 days of full-time work in research administration is a degree requirement. Each student must also complete and orally defend a Ph.D thesis. Students are encouraged and helped to obtain funding for a variety of projects, and to publish or present professional papers while they are in the program.

In the past five years of its existence the program has graduated 13 Ph.D recipients all of whom have been placed in responsible educational and managerial positions with wide influence on educational practice. Currently it has seventy matriculated students.

B. Program objectives.

The curricular objectives of the program are given as terminal behaviors expected of the students as they successfully complete the program. These objectives are grouped into four areas: professional education; administrative skills; liberal arts and cognate studies; research, measurement, and statistics. However, they are viewed in the

program as interacting and integrated rather than isolated specifics.

I. Professional education. Generally, a student will be familiar with education as a discipline in order to utilize his knowledge in identifying and selecting important educational problems to be researched. More specifically, he will:

A. Identify educational research trends by applying knowledge of historical, social, political and legal events relevant to education.

B. Identify educational problems that exist in and/or may be implied by current educational literature.

C. Examine and analyze school practices in light of existing social and psychological theories underlying educational practice.

D. To draw upon and refer to adequate sources and resources in other areas of educational specialization in conducting educational research (educational technology, instructional methods, curriculum, administration, school law, etc.)

E. Interpret and relate research results in the context of education as a discipline rather than as isolated bits of information.

F. Provide consultant services to educational agencies and institutions and relate research results to education at large.

G. Keep continuously informed about new developments in education as a discipline.

II. Administrative Skills. The student will perform administrative tasks needed in directing research projects in education. He will:

A. Lead and participate in planning educational research programs.

B. Cooperate with other school personnel and coordinate necessary resources.

C. Supervise research personnel and procedures and establish routines related to supervision and administration.

D. Communicate with the professional and lay community.

E. Participate in policy decisions affecting educational research (specific or general).

F. Develop and/or supervise record keeping methods which assures easy access to data for a variety of research needs.

G. Disseminate information.

H. Secure research funds and supervise budgetary matters and personnel.

III. Liberal Arts and Cognate Studies. The student will be familiar with disciplines related to education (such as social and behavioral sciences, history, philosophy, linguistics, mathematics, physical sciences and the arts). He will:

A. Refer to adequate sources and resources in these related disciplines when necessitated by the nature of the problem to be researched.

B. Devise ways to consider, isolate and control variables that may be construed as affecting a particular event being studied in the research project.

IV. Research, Measurement, Statistics. The student will design, conduct, analyze and interpret research and evaluation. He will:

A. Define educational variables operationally.

B. Formulate testable problems and hypotheses.

C. Conduct systems analyses when needed.

D. Determine research design suited to the problem.

E. Determine, select or develop relevant measurement techniques and instruments.

F. Select and/or develop techniques for establishing validity and reliability of instruments and findings.

G. Apply the necessary statistical methods to the analysis and presentation of data.

H. Utilize variety of equipment (electronic computers, calculators, etc.) in processing and analyzing data.

I. Interpret data statistically and/or educationally.

C. Personnel.

Instructional personnel may be divided into three groups: (1) Three full-time faculty members assigned to the program's core research and evaluation specialization; (2) Faculty in other departments who teach courses servicing the Ph.D program and who serve on dissertation committees; and, (3) Qualified external personnel in the field who supervise the interns. All internal or external personnel connected

with the program must have an earned doctorate from an accredited institution of higher learning.

The core group of three faculty members include Dr. Esin Kaya who developed the program and directs it, and two additional educational psychologists, Dr. Estelle Gellman and Dr. Meni Koslowsky, who hold Ph.D degrees in educational research from Teachers College, Columbia University. Dr. Kaya, who holds a Ph.D from NYU's research program, has national and international reputation as a contributor to research training, program evaluation, teacher in-service programs and competency-based teacher education. The core faculty are widely published, have been recipients of many research grants and are highly valued in the institution for their contributions not only to the broader missions of the University but of the teacher-education profession in general. Their wide contacts in the field has enabled the students to gain field experiences under highly qualified personnel in other universities, state agencies and school districts in the metropolitan N. Y. Area. Fifteen school districts in the immediate area, and others in other states, BOCES centers, Head-Start programs, and other universities, have all been serviced by the faculty and students of this program. All three are members of the American Educational Association, and the American Psychological Association. Dr. Kaya has also served as institutional representative to the State and National AACTE.

D. Budget.

The total budget of the program consists mainly of faculty salaries, instructional equipment, graduate fellowships and university overhead. Sources of income are: tuition, state aid based on the number of graduating students, grants and contracts. The ratio of the program expenses to tuition income is .92 (i.e. 92 cents expended per dollar of tuition income.) When the State aid and grant and contract moneys are taken into account, this ratio is reduced to an average of .70 (70 cents of every tuition dollar). The University overhead is calculated to be the remainder of the tuition dollar. Since it is desirable to maintain an overall ratio of .50, the Ph.D program is considered to be costly. On the other hand, the institutional and pro-

fessional benefits derived from it, which have not been quantified in dollars and cents, but which have emerged tangibly in the evaluation of the program, contribute to its being highly valued and maintained as a growing and effective program.

E. Contributions to the improvement of teacher education.

A program is as good as its faculty and students make it. The Ph.D program faculty and students have had an impact not only within the School of Education but also outside the school in the form of team-teaching and advisement in teacher-preparation programs, developing new competency-based and bi-lingual-education programs, providing in-service education for teachers in the school districts, and conducting educational program evaluation. The faculty activities have provided a model for the graduate students who are encouraged to share in the responsibilities which they are preparing to assume upon graduation. Both faculty and students have been recipients of educational research grants from Federal and State Governments.

F. Evaluation Methods and Results.

A self-evaluation was conducted by the program director during 1975-76 academic year. The evaluation included a survey of student response to various aspects of the program. The survey also included a follow up of the graduates of the program. Results indicated overwhelmingly positive response from both current and graduated students. Special praise was directed specifically to: (a) individualization in the program and the quality of advisement; (b) field experience requirements as a means of learning by doing and the number of grants received by the students themselves, (c) the involvement of students in the development and continual improvement of the program, (d) the fact that all graduates of the program were employed in educationally responsible positions. Some concerns were directed towards some courses outside of the department.

The program director also conducted a cost-benefit analysis of the program. The results indicated a 42% increase in income from 1971 to 1976 with only a 3% increase in expenditure in the same period. It also pointed out that thesis advisement is the costliest component of the program, which probably explains the high rate of research and service productivity among the students.

The procedure for the evaluation was partially dictated by the N. Y. State Education Department in order to enable the reregistration of the program. However, Dr. Kaya not only met those requirements but conducted an examplary evaluation achieving the high standards which the program has set-up as objectives for itself. A student committee assisted Dr. Kaya in the design and implementation of this self-evaluation. In summary, this University Administration is proud to distribute copies of the evaluation report as indicative of an excellent program with capable faculty and students and an unmeasurable impact on the preparation of educational personnel at all levels.